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Reflection #2

What is the accuracy and relevance (educational, theorists, current strategies) of annotations and citations?

A literature review is an in depth evaluation of previous papers; a discussion of published information in a particular subject area. A literature reviews a body of text that aims to review the critical points of current knowledge including substantive findings. As a researcher it is your job to create a summary of previous research on a topic to read, connect and review scholarly literature relevant to the topic you are studying. Basically a literature review will help to design your methodology and help others to interpret your research.

There are basic guidelines when creating a literature review; your topic must address an everyday problem in a school. Literature reviews must be specific to a particular population that is directly affected by this problem. For example, immigrants are the fastest growing population in the U.S. however ELL’s are not making significant academic gains in schools because some schools have yet to adopt a reading program that will sufficiently teach the elements of reading and use language and meaning based approaches. (Goldberg and Gallimore, 1991).

Literature reviews are based on scholarly articles that derive from a researchable topic, i.e., (ELL’s in NYC’s public schools). Literature review articles should help to prove your theory or hypothesis however not all of the articles need to agree with your theory. You can and should find articles that oppose your view or have tried other instructional methods and have results that provide evidence; finding such articles can only strengthen your ability to prove your point.

When developing a thorough literature review use guided questions, such questions as what is known about the subject? In my case my topic will cover effective instructional methods when working with ELLs in a class room. I want to prove that direct, implicit instruction during the morning hours (8:00 – 8:37 a.m.) in a small group of six students will help guide and drive instruction to help language development. However, my research will prove that a co-teaching strategy is the instructional method that would work best. In conducting my research I will have to look for inconsistencies in the knowledge that is out there, I will also look to see if other areas of further study has been identified by other researchers. In my case one of the leading instructional methods is the Push-in Pull-out method. However ESL teachers are opting to pullout students and work with them in a resource room settings that isolate ELL students from their natural learning environment; it is secluded teaching that mainly focuses on their ESL NYSLEST test. ESL teachers fail to collect information from the classroom teacher, and almost refuse to meet with or sit in team teacher meetings. My research needs to provide information about both the pro’s and cons of sharing information and data kept on each ELL student; such data will only benefit the child’s growth in learning English and become sufficient in both reading and writing on grade level; which I hope my research proves.

A literature review must contain several annotations, in doing so I have been looking for articles that name significant researchers, Fred Genesee, Greg McClure and Melisa Cahnmann-Taylor, Sylvia Linan-Thompson and Sharon Vaughn who are leading theorist in the field of practitioner researchers of ESL students. As well as Margaret Black, director of the Center for Diverse Student Learning, at the National Title I Conference in February 2011. Black commented on ways for ELL specialists to improve teaching expertise, help general teachers understand the unique needs of ELL students, and help classroom planning. (Njuguna, W.)

There are several aspects that have generated significant debate on the topic. My annotated articles have shown that theorists mentioned, have made statements about whether they agree or disagree with the instructional method I have chosen to research. One debate serves to prove that co-teaching is a proven method that benefits classroom as well as ESL teachers. While the other articles say that ELL students benefit from the pullout method. A good literature review needs to organize the material so that others can easily follow my methodology.

Other aspects of my literature review will address, methods and problems that were identified by others studying in the field and how might they impact my research. I will also address the most productive methodology for my research based on the literature that I have reviewed. Lastly I will show current status of research in this area as well as list sources of information or data that is useful to my research.

Resources:

1. Honigsfeld, A. (2009). “Not One Size Fits All” ELL’s Program. Kappa Delta PI Records Summer, 166-171.
2. Vaughn, S., Moody, S.W., Schumm, J.S. **(**1998). Broken promises: reading instruction in the resource room. *Exceptional Children Council for Exceptional Children: Academic*, Winter V64
3. Njuguna, W. (2011). Teacher Collaborationi TESOL. *Education Daily*. Vol. 44 Issue 40, p 4.
4. Zehr, M.A. Dec 2006. Team-Teaching Helps Close Language Gap. *Education Week*, v26 n14, p26-29.
5. Hoffman,P., Dahlman, A. (2007).MAKING DECISIONS ABOUT ESL CURRICULUM. [wed blog post] minnetesol.org/blog1/wp-content/uploads/.../6\_hoffman.pdf
6. Bell, A.B., Baecher, L. (2012). Points on a Continuum. *ESL Teachers Reporting on Collaboration.*